

FIND YOUR PATH

Instruction Guide

Grades
6-12



Find Your Path was created by the Oregon Forest Resources Institute (OFRI) to help students explore a range of careers in Oregon's forest sector. It profiles 18 different Oregonians working in various forestry-related professions and jobs.

This instruction guide is designed to help you use the *Find Your Path* booklet in your middle school or high school classroom. It provides background information on Oregon's forest careers to support you in presenting this topic to your students, and suggests discussion questions and learning activities to help bring various forest careers alive for your students. This guide also identifies connections with academic standards, to assist you in making the necessary links with your school curriculum. We invite you to add your own creative ideas to the mix, and hope you enjoy exploring *Find Your Path* with your students.

BACKGROUND

Oregon's forest sector – the part of Oregon's economy derived from forests – provides more than 60,000 jobs for our state. This sector includes managing forests, harvesting trees, and creating lumber, plywood, poles, paper, energy and other forest products. It also involves careers in forestry, science and engineering, trucking and equipment, manufacturing, energy, recreation, government, and forestry support such as firefighting and logging.

The *Find Your Path* booklet examines 18 different careers in the forestry sector:

- Arborist
- Base Manager/Prescribed Fire Manager
- Community Forester
- Electrical Apprentice
- Entomologist
- Environmental Educator
- Forest Engineering Specialist
- Harvester Operator
- Log Truck Driver
- Logger
- Mill Quality Control
- Nursery Sales
- Park Ranger
- President, Timber Company
- Science Liaison/Ecologist
- Silviculture Forester
- Wildlife Biologist
- Wood Product Sales

Questions for Discussion

You may use the *Find Your Path* booklet to spark a discussion about careers related to Oregon's forests, using questions such as:

What are some of the ways people help Oregon's forests survive and thrive?

What careers are related to Oregon's forests?

What would be appealing about working in or on behalf of forests?

How might someone find out more about forest-related jobs?

OREGON FOREST LITERACY PLAN CONCEPTS

The *Oregon Forest Literacy Plan*, developed by a diverse statewide stakeholder group, identifies critical concepts for K-12 students in understanding Oregon's forests. Concepts relevant to *Find Your Path* include:

- **2.B.1.** Forests provide multiple economic benefits, including jobs, a source of forest products and business opportunities (e.g., recreation and tourism).
- **3.C.2.** Forest resource professionals aim to meet environmental, economic and social needs. They use scientific data and traditional ecological knowledge to inform their management decisions.
- **4.B.5.** We need a variety of professionals and skilled workers to sustain our forests, including foresters, scientists, engineers, lawyers, information technology professionals, land managers, investors, educators, communications specialists, fire fighters, loggers, tree planters, truck drivers, mechanics and wood products manufacturers. Resources are available to learn about these valuable and rewarding careers.

Activity: Imagine Helping Forests

In this activity, students identify what interests them about specific forest sector careers profiled in the *Find Your Path* booklet.

Materials: *Find Your Path* booklet, copies of the "What Does It Take?" student page.

Procedure:

1. Give students copies of the *Find Your Path* booklet (or online access to it) and a copy of the "What Does It Take?" student page.
2. Direct students to choose three careers in the booklet to examine in depth. For each career, they should describe the job involved, as well as the education, skills, experience and personal attributes that someone would need to be successful in that career. They should also write a brief paragraph about whether or not that particular job appeals to them and why.
3. Have students partner with each other to read and discuss what they wrote.

RESOURCES

Find Your Path videos. In addition to the *Find Your Path* booklet, OFRI offers a collection of two-minute videos, each highlighting a particular forest career from the voice and perspective of a real person with that career. Available at LearnForests.org.

Inside Oregon's Forests: A High School Forestry Curriculum. With 12 weeks of lessons, this module from OFRI provides an in-depth exploration of Oregon's forests and forestry. Available at LearnForests.org.

Forestry Careers. This website lists a variety of forest sector careers and includes a number of profiles of real people with those careers. ForestryCareers.org.

The Oregon Career Information System. Students can explore various career options using a number of assessment tools provided on this site. Check with your school district or local library for access. oregoncis.uoregon.edu.

"Jobs, Careers & People in Idaho Forests." This resource from the Idaho Forest Products Commission contains profiles and salary information for many different forest sector careers relevant throughout the Pacific Northwest. idahoforests.org/education-topic/careers.

Information about various careers and their potential salaries may be found at glassdoor.com, salary.com and other apps.

More Activity Suggestions

Choose one or more activities to deepen your students' understanding of careers connected to Oregon's forests:

- Invite students to map out possible career paths for themselves using the template provided on page 22. Start by having them identify the hobbies or other interests they enjoy, their work experience (paid or volunteer), any training they've had, and the skills and personal traits they possess. Discuss what steps they see themselves taking next to add to their career path. You might suggest they use key words from a career search tool to describe where they want to end up working.
- Direct students to pull out three pieces of advice from throughout the booklet that mean the most to them. Provide materials for creating a graphic or other display they can post on their refrigerator, bathroom mirror or bedroom wall to remind them to follow this advice.
- Challenge students to research and graph salary data and education requirements for some of the jobs described in the booklet using glassdoor.com, salary.com or other apps or websites.
- Direct students to conduct research on a forest sector career not included in the *Find Your Path* booklet, including what education, experience, skills and personal qualities are required. (See Resources for possibilities of where to start.) Have students use this information to create an online poster or other visual to share what they learned.
- Work with the class to create a "dichotomous key" to forest sector careers to help others determine which might be best suited to them. The key should include a series of paired questions or attributes to which users respond, such as indoor versus outdoor, high school education versus college education, urban setting versus rural setting and so on, to organize the career options.
- Discuss the value of personal connections in forging a career path. Encourage students to begin a contact list of people who could serve as references for them when applying for a job. Students could include each reference's name, title, address, email and phone number, and notes about the experience or personal characteristics they could speak to.
- Invite someone working in the forest sector to come in and speak to students about a range of careers. Or arrange for the Talk About Trees organization to present a free in-class forest career program, geared for grades 6-8 (see LearnForests.org for contact information).



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STANDARDS CONNECTIONS

Oregon Science Standards

- MS-ESS3.A. Natural Resources. Humans depend on Earth's land, ocean, atmosphere and biosphere for many different resources.
- HS-ESS3.A. Natural Resources. All forms of energy production and other resource extraction have associated economic, social, environmental and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.

Oregon English Language Arts and Literacy Standards

- W.6.2, W.7.2, W.8.2. Writing. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- WHST.9-10.7, WHST.11-12.7. Writing History, Science and Technical Subjects. Conduct short as well as more sustained

research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Oregon Mathematics Standards

- MP.4. Mathematical Practice. Model with mathematics.

What Does It Take?

For each forest-related career, identify what education, skills, experience and personal qualities are required. Then write a paragraph telling whether that career appeals to you, and why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

Personal qualities: _____

Does this career appeal to you? Explain why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

Personal qualities: _____

Does this career appeal to you? Explain why or why not.

Job title: _____

Job description: _____

Education: _____

Skills: _____

Experience: _____

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Does this career appeal to you? Explain why or why not.